DOCUMENT RESUME

ED 035 146 EC 004 823

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TITLE	Special Education in the West; Report of a Regional Survey by the Western Interstate Commission for Higher Education.
INSTITUTION	Western Interstate Commission for Higher Education, Boulder, Colo.
SPONS AGENCY	Rehabilitation Services Administration (DHEW), Washington, D.C.; United Cerebral Palsy Association, New York, N.Y.
PUB DATE	Aug 69
NOTE	50p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.60
DESCRIPTORS	*Exceptional Child Education, *Incidence, *Personnel Needs, *Professional Education, Special Education Teachers, State Programs, State Surveys, Statistical Data, Student Enrollment, *Teacher Education, Teacher Supply and Demand
IDENTIFIERS	Western States

ABSTRACT

The report is based on a survey conducted in 1968 and 1969, involving university and state special educators in 13 western states, which provided estimates of need, demand, and supply of special education personnel. Data is supplied for the following: number of children in the west receiving special education in 1967-68, incidence of exceptionalities, number of special educators employed in 1968-69, training programs offered in each area during 1968-69, and sequences of training programs (1967-68) by colleges and by area of exceptionality. A related table presents this information for 1958-59. Fulltime enrollments in western training programs and special degrees granted and sequences completed are shown for the decade 1958-1968. The number of students receiving financial support in 1967-68 and the numbers of faculty in 1968-69 and 1958-59 are reported. Summary sheets for each individual state are also included. (RJ)

ED035146

SPECIAL EDUCATION IN THE WEST

Report of a Regional Survey by the
Western Interstate Commission for Higher Education

EC004123

WICHE

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SPECIAL EDUCATION IN THE WEST

Report of a regional survey by
the Western Interstate Commission for Higher Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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This survey was supported in part by the United Cerebral Palsy Research and Educational Foundation, Inc., and Rehabilitation Services Administration grant RSA 546-T-68

Western Interstate Commission for Higher Education
P.O. Drawer P Boulder, Colorado 80302
August, 1969

FOREWORD

The Western Interstate Commission for Higher Education has long been interested in problems relating to special education in the West. A survey concerning the status of training and services in special education is one example of the activities of WICHE's Special Education and Rehabilitation Program. This project is one of a number of mental health and related programs which assist the western states in working cooperatively on major problems in manpower, training, and research.

It is hoped that this report will stimulate increased interest and action on the part of universities, agencies, and institutions in the field of special education.

Raymond Feldman, M.D.
Director, Mental Health and
Related Areas
Western Interstate Commission
for Higher Education

Boulder, Colorado
August, 1969

PREFACE

It has long been believed that the West faces a critical shortage of teachers for its exceptional children and is in need of college and university expanded programs to prepare special personnel. However, there have been few regional studies to support this idea and little systematic planning to overcome shortages where they are known to exist.

An important facet of the work of the Special Education and Rehabilitation Program of the Western Interstate Commission for Higher Education has been the study of special education in the western states. For the past several years, such collected information has provided the basis for conferences, institutes, and reports sponsored by this program.

The present report is based on a survey which was conducted in 1968-69 which provided general estimates of need, demand, and supply of special education personnel in the West. The purpose of this study was to provide WICHE's Special Education and Rehabilitation Program with data which might be useful in implementing conferences, suggesting areas of needed research, and stimulating interest among professional personnel in universities, agencies, and institutions in studying manpower utilization as it relates to the continuing demand for increased special education services.

The purpose of this particular report is to provide factual information which may serve to assist training and service programs in developing useful guidelines and to facilitate more detailed inquiries into problems relating to the status of special education.

Findings herein reported were derived primarily from data reported in 1968-69 questionnaires which were completed by special education personnel in the western states. In most cases the information reported was based on 1967-68 statistics.

Questionnaires were mailed to university special educators and state directors of special education in each of the 13 western states. At that time, each institution and state reporting training programs for professional personnel in special education or services for exceptional children was assessed. It is sufficient to say that returns of almost 100 percent were received from each of the groups to whom questionnaires were mailed for survey information. No attempt was made to survey private institutions or state residential schools.

About WICHE

WICHE is a non-profit, public agency created by the 13 western states to administer the Western Regional Educational Compact, which be-

came operative in 1953. The Compact is an agreement among the states to cooperate in order to provide acceptable and efficient educational facilities and programs to meet the needs of the West.

The West has a special need for interstate cooperation in higher education. It has a young, exploding population. The median age is under 28 years, and the population is increasing at a much faster rate than in the country as a whole.

The West is a large area of vast spaces and low population concentration. The WICHE region encompasses almost half the United States land areas, but it has an average of only 25 persons per square mile with eight of the states having less than half this average.

The West has a high demand for educational services. The residents of the WICHE states average nearly two years more in median school years completed than the national average. With only 15 percent of the total U.S. population, the WICHE region accounts for more than 21 percent of the total U.S. enrollment in institutions of higher education. These elements—a young and exploding population, vast open spaces, and high demand for educational services—point to interstate cooperation as a most effective way of providing a wide range of educational opportunities to students while fully utilizing limited and often very expensve facilities and resources with a minimum of duplication.

Gene Hensley, Ph.D.
Director, Special Education and
Rehabilitation Program
Western Interstate Commission for
Higher Education

Boulder, Colorado
August, 1969

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INTRODUCTION

In response to a growing public concern, schools in recent years have rapidly expanded their special education services for exceptional children. Even so, rapid population growth and many other factors have so accentuated the teacher shortage in this field that it is even more acute than in the past. Many school systems are unable to establish or extend programs, even though adequate financial and community support have been assured, because qualified teachers with the needed special skills cannot be found.

It is obvious, from even a casual examination of the present status of the manpower needs and the availability of personnel, that a critical situation exists. Administrators of local school programs, state departments of education, and university departments of special education can testify to the difficulty of acquiring trained personnel. There is every indication that this growth in special education school services will accelerate in the year ahead. It behooves the West at this time to plan and prepare to meet a growing shortage of specialists in the field.

This report is based on a survey designed to give broad figures of need, demand, and supply for the whole western region. It does not attempt to provide many kinds of information which individual states may wish to gather in planning of their efforts to assure enough special educators for their exceptional children. In some cases, however, the size of the spread between supply and demand would seem to show clearly that each western state must do more than it has done so far. The broad figures presented here are enough to reveal that the West as a whole must become more aware of its need for special educators and must plan to meet it more adequately.

Section I

Special Education Services in the West

In 1967-68, approximately 174,644 school-age children in the West were receiving full-time special education services and an additional 391,198 were receiving part-time services. Prevalence estimates of the number of school-age children in the western states who are in need of special education services indicate that 952,372 children are so classified, while only 565,842 (or 59.4 percent) were actually receiving such services. Thus, the growing need for special education services and the continuing inadequacy of programs are illustrated.

Table I summarizes data on western special education needs and services. Table Ia, reproduced from the 1960 WICHE publication "Teachers of Exceptional Children for the West," is presented for the reader's comparison with the 1967-68 data. While the proportion of exceptional children served varies among individual states, it is clear that all the states in the West have some very pressing special education needs. Certain differences must be recognized when considering contrasts among the individual states, e.g., one of the major differences is the relative degree of sparsity in comparing population centers of California to Montana, Wyoming, Nevada, etc. Since California presents the most striking exception to the general pattern, some tables in this report present summary data first for all 13 western states, and then for 12 states, excluding California. California has nearly half of the population of exceptional children in the West and at the same time served more than 57 percent of these students in 1967-68 in contrast with less than 42 percent being served in the remainder of the region. In addition, California employs nearly 4/5 of all the special educators in the 13 western states. State by state summary data is presented in Section III. Figures reported in Table I should be interpreted in light of the varying statistical reporting procedures utilized by the individual states, e.g., California combines the categories Emotionally Disturbed, Learning Disabilities, and Neurologically Impaired under the single heading of Educationally Handicapped (estimated 14,000 full-time students; 10,000 part-time students).

Table II gives a closer view of special educators employed in the West during 1968-69 to serve the region's exceptional children. These figures can be contrasted with those presented in 1958-59 by reference to Column 8 of Table Ia. It shows, in general, that although significantly larger *numbers* of special educators are being employed, we are not closing the gap between new positions created and estimated need. The situation appears even more acute when we consider that only a part of those presently employed are adequately trained for their specialized jobs. Because of the nature of

TABLE I
NUMBER OF CHILDREN IN THE WEST RECEIVING SPECIAL EDUCATION SERVICES 1967-68

Services From	Prevalence Estimates*	Estimated Number of Exceptional Children	Full-Time	Part-Time	Total Served	% Served
Specialists:						
Speech Correctionists	3.5%	278,355	8,843	163,206	172,049	62%
Audiologists	—	—	130	580	710	—
Audiometrists	—	—	2,021	22	2,043	—
Administrators and/or Consultants for Special Education Programs	—	—	2,953	31,824	34,777	—
Teachers of the:						
Visually Handicapped	.1%	7,953	2,949	682	3,631	46%
Crippled, Hospitalized and Cerebral Palsied	.5%	39,765	16,992	4,297	21,289	53%
Aurally Handicapped	.6%	45,730	6,561	2,397	8,958	20%
Mentally Retarded	2.3%	182,919	104,648	296	104,944	57%
Gifted	2.0%	159.060	—	120,502	120,502	76%
Emotionally Disturbed	2.0%	159,060	22,227	10,985	33,212	21%
Children with Major Learning Disorders	1.0%	79,530	166	13,859	14,025	19%
Other:						
Home/Hospital	—	—	—	792	792	—
Neuro. Impaired	—	—	898	—	898	—
Socially Maladjusted	—	—	2,731	—	2,731	—
Deaf-Blind	—	—	3	—	3	—
Remedial Phys. Ed. for Phys. Handicapped	—	—	—	40,796	40,796	—
Pregnant Girls	—	—	2,502	—	2,502	—
Severely Handicapped	—	—	1,020	—	1,020	—
Remedial	—	—	—	960	960	—
TOTAL WEST	10.0%**	952,372	174,644	391,198	565,842	
TOTAL CALIFORNIA	10.0%	444,600	99,358	255,600	354,958	
TOTAL OTHER 12 STATES	10.0%	507,772	75,286	135,598	210,884	

* Estimated total 1964-65 School Population of the West: 7,953,000.
"Estimate of Public School Enrollments." *Digest of Educational Statistics,* USOE 10024-67, Fall 1967-68.
**Less than the sum of above percentages since some children have several handicaps.

TABLE 1a
SPECIAL EDUCATION IN THE WEST, 1958-59

Type of Exceptionality	* Prevalence Estimates	# of Pupils with the Excep Cond 1958-59	# of Pupils Served 1958-59	% of Pupils Served 1958-59	Estimate of Teacher Load 1958-59	# of Teachers Needed 1958-59	# of Special Teachers Emp 1958-59	% of Needed Teachers Avail 1958-59
Gifted	2.0%	113,000	12,477	11.0%	50	2,260	73	3.2%
Severe Maladj.	.5%	28,000	16,742	59.8%	10	2,800	680	24.3%
Educable MR	2.0%	113,000	43,386	38.4%	15	7,530	2,874	38.2%
Trainable MR	.2%	11,300	2,372	21.0%	10	1,130	258	22.8%
Blind	.03%	1,700	1,574	92.6%	8	601	(301)	39.9%
Part Seeing	.2%	11,300	1,593	14.1%	20	953		
Crippled, etc.	1.0%	57,000	21,365	37.5%	12	4,750	1,430	30.1%
Deaf & Hard of Hearing	.1%	5,700	4,727	82.9%	8	712	563	79.1%
Speech Imp & Mod Hard of Hearing	4.0%	226,400	155,769	68.8%	150	1,509	901	39.7%
All Types:								
Total West	10.0%**	566,000	260,005	45.9%		21,468	7,089	33.0%
California	10.0%	303,500	200,541	66.1%				
Other 12 States	10.0%	262,500	59,464	22.7%				

* Estimated Total 1958-59 School Population of the West: 5,660,000.
**Less than the sum of above percentages since more children have several handicaps.

the exceptional child's educational needs, special training for the teachers who work with them is at the heart of meaningful "special education." The task of providing trained personnel for all exceptional children in the West has only begun.

A quick glance at Table I reveals that 120,502 gifted children, or 76 percent of those estimated to need special programs, received special educational services in 1967-68. This compares with 12,477 or 11.18 percent in 1958-59. A total of 10,646 educators were serving this population in 1967-68 as compared to 73 in 1958-59; however, if we exclude California from our figures, we find only 5,293 gifted children being served, part-time, by a total of *five* special teachers! All such children were receiving services on a part-time basis which ranged from specialized itinerant tutors and consultants for regular classroom teachers to nothing more sophisticated than special library privileges.

In the case of the severely maladjusted child, and the child with a learning disorder, a notable disparity also exists between the estimated number of children needing special programs and those actually receiving services, and most of these on a part-time basis. It is probable that most of the children reported in these categories are being given only the minimal educational attention pointed toward their special needs because of the small number of special teachers available.

Even if the above figures were raised considerably on the basis of more detailed information, the conclusion would remain: special instruction of gifted children or those who are emotionally disturbed or possess a learning disorder is rare in the West today, and many more teachers are necessary if this kind of service is to be provided. In contrast to the estimated need for educators for gifted children in the region, for example, only five were so identified outside the state of California. The lack of growth that has taken place over the past ten years is clearly unrelated to the total number of "gifted" children who are estimated to need special services and indicates that plans for special teachers of these children are underway in very few school systems. Recognition of these children's needs clearly is in its infancy in the West, with only two states reporting certification provisions in this area.

School services for the maladjusted child also are in a formative stage of development. Increased attention is being given to them, however, and six states report having established certification requirements in this area. A total of 22,227 such children were reported as receiving full-time special education services in the 1967-68, as contrasted with 12,519 in 1958-59. In the area of learning disorders, only 166 children are reported as receiving attention on a full-time basis with 13,859 receiving part-time services by a total of 631 special teachers. Four states have established certification requirements in this area.

It is premature to attempt an interpretation of the data for these disability classifications since much controversy exists as to what constitutes emotional disturbance or a learning disability for special education purposes and what the nature of special programs should be. What does seem certain is that intensive investigation needs to be made in these areas, to

TABLE II
NUMBER OF SPECIAL EDUCATORS EMPLOYED IN THE WEST, 1968-69

TYPES OF PERSONNEL	Act. # Educators Inc. Cal. 1968-69	Act. # Educators Exc. Cal. 1968-69	State Has Certification Yes	State Has Certification No	# Cert. Inc. Cal. 1968-69	# Cert. Exc. Cal. 1968-69	# Qualified for Certifi. if it were Avail. '68-69
Specialists:							
Speech Correctionists	2,130	780	8	2	1,730	380	267
Audiologists	7	7	2	2	5	5	—
Audiometrists	46	46	2	3	45	45	—
Administrators and/or Consultants for Special Education Programs	659	209	3	5	45	62	93
Teachers of the:							
Visually Handicapped	284	61	8	—	275	52	—
Crippled, Hospitalized and Cerebral Palsied	1,743	136	8	1	1,719	112	—
Aurally Handicapped	540	135	5	—	531	126	—
Mentally Retarded	6,430	1,945	10	—	1,557	1,557	—
Gifted	10,646	5	—	3	—	—	5
Emotionally Disturbed	282	282	6	1	95	95	—
Children with Major Learning Disorders	631	631	4	1	317	317	—
Other:							
Development Centers*	232	—	—	—	—	—	—
Not Avail by Cat. above-Wyoming	70	70	—	—	83	83	—
TOTALS	23,700	4,307	56	18	6,869	2,834	365

*California= 32 Teaching Credentials
100 Permits
100 Only Aides

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clarify the educational needs of these children. In any event, the present level of "special education" for these youths can scarcely be called adequate, and training of educators in this specialty is an embryonic discipline in western higher education.

By contrast, at the other extreme, Table I shows that more than 46 percent of the estimated blind children living today in the West are receiving special education services of some kind. This figure would be even higher if we included those children enrolled in public residential schools. The 1958-59 data, which incorporated the residential schools, reported over 92 percent of these children as receiving special education services. It would seem that a greater proportion of the visually handicapped are being served than is the case in any other exceptionality.

Special education began in the West with the establishment of a residential school for the deaf in California in 1853. Day school services for the deaf have been a much more modern development; however, the extent of their growth is demonstrated by the fact that 6,561 aurally handicapped children were reported to be receiving full-time special education services in local school districts in 1967-68. This compares with 2,420 who were receiving such services in 1958-59. Of the estimated 45,730 aurally handicapped children in the West, 14.3 percent are receiving full-time public school services. An additional 2,397 such children are receiving part-time services, for a total of 20 percent receiving some type of special service. As was the case in the area of the visually handicapped, the percentage of children served would be much higher if we include residential school programs. The 1958-59 data, which included residential programs, indicated that almost 53 percent of the estimated number of deaf children were receiving some type of special education service.

In the West, almost 40,000 children are estimated to need special education services as a result of a crippling or chronic health condition. Of this number, 16,992 or 42.7 percent were reported as receiving full-time services in special day schools and classes for crippled children during 1967-68. An additional 4,297 were enrolled in the regular grades but receiving part-time services such as special transportation, equipment and materials.

More retarded children in the West are receiving instruction from special teachers than are children in any other area of exceptionality. The extent of concern for these children, and the rapid growth of special programs in this area may well be the West's greatest *quantitative* problem in special education. It is estimated that 182,919 mentally retarded children resided in the West during 1967-68. Of this number 104,648 full time, 296 part time or 57 percent were reported as receiving services as a member of a special education class; this compares with 45,758 or 38 percent in 1958-59.

Estimates of the numbers of school-age children with speech and hearing difficulties severe enough to require the services of a speech therapist vary from 2 percent to 10 percent of the school-age population. We used the figure of 3.5 percent and estimated that 278,355 children in the West were in need of such services.

During 1967-68 in the West, 2,130 speech correctionists served 172,049 children for an average caseload of about 80 children per year. This compares with 901 speech correctionists serving 155,769 children, for an average caseload of about 173 children per year in 1958-59.

In summary, while almost a million children of school age in the western states are estimated to be "exceptional" enough to need special education, only about 59.4 percent, or less than half, are receiving special education, services of any kind. The West employs 23,700 special teaching personnel to educate these children, a significant percentage of whom have not completed full programs of preparation for teaching in their specialized field. If we exclude California from our data, we find that only 210,884 children are being served by 4,307 teachers in twelve western states. In 1958-59, in all thirteen states, 260,000 exceptional children were receiving special education services with less than 8,000 teachers to educate them.

SECTION II

College and University Training Programs

At least one college or university training program is available in the West to train teachers in each specialty area recorded in this study. However, the different areas of training are by no means receiving equal attention from western institutions.

As shown by Table III, the largest percentage of the sequences of preparation offered in all special education fields by western institutions is in the field of mental retardation. No less than 73 full sequences of preparation in this field are offered at the Bachelor's, Master's Specialist's, and Doctoral levels in the West. Nearly every western institution which offers any special education sequence also has one in mental retardation.

Preparation in the field of speech correction is next among the fields in number of training programs in the region, with 66 full sequences of preparation available at the various degree levels. At the other extreme is the training of teachers for gifted children, with only six special sequences offered in the West. Also reported were individual training sequences for the educationally handicapped and the deaf-blind.

The ten categories of training listed in Table IV were offered by a total of 53 colleges and universities. Four of these institutions offered only one sequence of preparation and only 20 institutions in the region offered sequences in four or more special education fields.

An important fact is revealed, however, by a comparison with two earlier surveys. In a survey conducted by the U.S. Office of Education in 1954[1], only 21 colleges and universities in the West reported offering sequences of preparation during the regular academic year; by late 1959, that number had increased to 45 (Table IVa). Data from the 1967-68 study show that there were 53 colleges and universities offering programs in special education. In other words, there has been an uneven pattern of growth in the total number of programs of professional preparation in western colleges and universities.

Table V gives figures on the numbers of students reported as being enrolled full time in full sequences of preparation. A total of 5,814 full-time students were reported in all fields for the 1968-69 academic year. This compares with 1,231 full-time students for the 1958-59 academic year

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[1] Mackie, Romain P., and Dunn, L. M. "College and University Programs for the Preparation of Teachers of Exceptional Children," *U.S. Office of Education Bulletin,* 1954, No. 13.

TABLE III

TRAINING PROGRAMS IN THE WEST

TYPES OF TRAINING PROGRAMS	PROGRAMS OFFERED DURING THE 1968-69 ACADEMIC YEAR AND/OR SUMMER SESSION											
	Bachelor's			Master's			Specialist's			Doctoral		
	C	P	N	C	P	N	C	P	N	C	P	N
Specialists:												
Speech Correctionists	21	18	13	36	1	15	5	2	45	6	1	45
Audiologists	11	19	22	20	8	25	4	3	44	5	1	46
Audiometrists	8	12	32	9	5	38	4	3	45	2	1	49
Administrators and/or Consultants for Special Education Programs	0	5	48	8	10	35	4	3	46	9	2	42
Teachers of the:												
Visually Handicapped	3	5	46	6	5	44	1	0	54	2	0	53
Crippled, Hospitalized and Cerebral Palsied	6	7	40	8	10	35	1	2	50	3	1	49
Aurally Handicapped	6	15	34	12	9	33	2	3	48	2	2	50
Mentally Retarded	26	7	21	32	6	16	5	3	46	11	2	41
Gifted	1	12	42	4	18	33	1	1	53	4	1	50
Emotionally Disturbed	9	13	31	20	10	23	2	1	50	7	2	44
Children with Major Learning Disorders	6	12	36	14	13	27	0	1	53	3	4	47
Other:												
Educationally Handicapped	0	0	0	2	0	0	0	0	0	0	0	0
TOTALS	97	125	365	171	95	324	29	22	534	54	17	516

DEFINITIONS: C=A *complete* professional program meeting all certification standards;
P=A *partial* professional program not meeting all certification requirements;
N=*None*, no course work in this professional specialty offered.

(see Table Va). These figures alone are not completely accurate, because of the enrollment policies of some training programs in the West. Some colleges and universities do not keep a record of full-time enrollments in special education as such. In these programs, students are not identified as majoring full time in a special education field. It is only on their completion of a full sequence of preparation that they can be identified as potential additions to the supply of special educators in the region.

It should be mentioned again that these full sequences are only one measure of teacher training activity for special education in the West. There are a number (Table III) of western colleges and universities which offer single courses or partial sequences in special education fields. These courses have a very special place as training resources throughout the West. Nevertheless, it should be kept in mind also that the many persons taking occasional courses, or even pursuing degrees on an in-service basis cannot be viewed as potential additions to the manpower pool in special education since their current employment probably is in special education. Full-time enrollments are, therefore, about as good a conservative figure as can be obtained for these purposes.

From September, 1958, through September, 1959, some 1,023 persons completed sequences of specialized preparation in special education in western colleges and universities. Not quite half of these, or 484 teachers, received degrees; the remaining 539 were reported as completing their specialized preparation in special education without receiving degrees (Table VIa). For the same period in 1967-68, 3,425 persons completed specialized sequences of preparation with 2,100 receiving degrees (Table VI). It is difficult to compare figures between the 1958 report and the 1967 study when graduation figures increased from 484 to 2,100 students. Obviously, there has been a tremendous gain in the intervening years in numbers of professional personnel being trained to assume educational positions with exceptional children. However, the fact remains that in the school year 1967-68, of the estimated 952,372 exceptional children in the West, only 174,644 or about 18 percent were receiving full-time special educational services in the public schools. It should also be pointed out that these 2,100 students receiving degrees were not all new additions to the manpower pool. In fact, many of the graduate awards probably were to teachers already employed in special education.

A major factor in the growth of special education in the West has been U.S. Office of Education support through P.L. 85-926. A measure of the impact of this program is the number of students receiving financial support as a result of this legislation. Table VII shows that during the academic year 1968-69, 833 students were reciving P.L. 85-926 fellowships.

College Faculties

During the regular academic year of 1968-69, western colleges and universities employed a total of 433 full-time faculty members in specialized sequences of training for teachers of exceptional children (Table VIII).

TABLE IV
SEQUENCES OF TRAINING IN SPECIAL EDUCATION OFFERED IN THE WEST, 1967-68

Western Colleges and Universities Offering Sequences	Child with Major Learning Disorder	Audiologists	Mentally Retarded	Speech Correc	Audiometrists	Vis Handicapped	Crippled	Aur Handicapped	Gifted	Emot Disturbed
ARIZONA:										
Arizona State University	P		C			P	P	P	P	C
Northern Arizona State U	P		C			P	P	P	P	P
University of Arizona	C	C	C	C	C	C	C	C	C	CP
CALIFORNIA:										
Cal State Col-Fullerton	C		C	C					P	C
Cal State Col-Long Beach	C	CP	C	CP	C	P	P	P	P	C
Cal State Col-L.A.	CP	C	CP	C	C	CP	CP	CP	C	CP
Chico State College			P	P						P
Col of the Holy Names	P	P		P	P			P		
Fresno State College	P	P	C	C	P	P	P	P	P	P
Humboldt State College				C	P					
LaVerne College		P	P	P	P		P	P		P
Loma Linda University		P		P						
Pepperdine College		C	CP	C	C			P	P	P
San Fernando Valley St	P		C	CP			P	P	P	P
San Francisco St Col	C		C	CP		C	C	C		C
San Jose State College	C		P	P						

Stanislaus State Col				C						
Univ of Cal-L.A.	P		P				P		P	P
Univ of Cal-Santa Barb		C		C	C			P		
University of Redlands		C		C	C					
University of the Pacific	P	C		C	C		P	P		P
Univ of South Cal	C	C	C	C	C		P	C	C	C
Whittier College		P		C	P					
COLORADO:										
Adams State College			C	C						
Colorado St College		C	C	C		C		C	P	C
Colorado St Univ		C		C						
Loretto Heights Col			C							
Univ of Colorado	P	CP	P	CP	C					C
University of Denver	CP	CP	CP	CP	P			CP		CP
Western State Col	P		C						P	P
HAWAII:										
Univ of Hawaii		C	CP	C	C					CP
IDAHO:										
Idaho State Univ		CP	C	CP				P		
Univ of Idaho	CP		C						P	
MONTANA:										
Eastern Mont Col	P		C	P			C			P
University of Mont		CP	P	CP				P		
NEVADA:										
Nevada Southern Univ			C							C
University of Nevada	CP		CP	C				P		
NEW MEXICO:										
Eastern New Mexico Univ			C							
New Mexico Highlands Univ	P		C			P	P	P	P	C
New Mexico State Univ		P		CP	P					
University of New Mexico	P	CP	C	CP			P		P	C

TABLE IV (continued)

Western Colleges and Universities Offering Sequences	Child with Major Learning Disorder	Audiologists	Mentally Retarded	Speech Correc	Audiometrists	Vis Handicapped	Crippled	Aur Handicapped	Gifted	Emot Disturbed
OREGON:										
Oregon College of Ed	CP	P	CP	CP	P			C	P	CP
Pacific University				C						
Portland State Col	P	P	CP	CP		CP			P	
University of Oregon	C	CP	C	C	CP		C		P	C
UTAH:										
Brigham Young University	C	C	C	C		C	C	C	P	CP
University of Utah	C	C	C	C			C	C		C
Utah State University	CP	CP	CP	CP	CP		P	CP	C	C
WASHINGTON:										
Central Washington St Col	C	P	C	C	P		P	P	P	C
Eastern Washington St Col		C	CP	C						C
Univ of Washington	C		C					P	P	P
Washington State Univ	C	P	C	C	P		P	C	P	P
WYOMING:										
University of Wyoming		P	C	C	P					P
TOTALS	P=14	P=11	P=6	P=6	P=11	P=5	P=14	P=16	P=20	P=13
	C=12	C=13	C=27	C=25	C=10	C=4	C=6	C=8	C=4	C=15
	CP=6	CP=8	CP=9	CP=12	CP=2	CP=2	CP=1	CP=3	CP=-	CP=6

P=A partial professional program not meeting all certification requirements;
C=A complete professional program meeting all certification standards.

TABLE IVa
FULL SEQUENCES OF TRAINING IN SPECIAL EDUCATION OFFERED IN THE WEST, 1958-59

Western Colleges and Universities Offering Sequences	Gifted	Severely Maladjusted	Mentally Retarded	Blind and Partially Seeing	Crippled, etc.	Deaf and Severely Hard of Hearing	Speech and Hearing Impaired	Graduate Leadership Training
ARIZONA:								
Arizona State University			R				R	
University of Arizona	R		R	R		R	R	R
CALIFORNIA:								
Chico State College							RS	
College of the Holy Names							RS	
College of the Pacific							RS	
Fresno State College			RS				RS	
George Pepperdine College			R				RS	
Humboldt State College							RS	
LaVerne College							R	
LaSierra College							RS	
Long Beach State College			R				R	
Los Angeles State College			RS	R	RS	RS	RS	RS
San Diego State College			RS				RS	
Occidental College							RS	
Sacramento State College							R	
San Francisco State College		RS	RS	RS	RS	RS	RS	RS

TABLE IVa (continued)

Western Colleges and Universities Offering Sequences	Gifted	Severely Maladjusted	Mentally Retarded	Blind and Partially Seeing	Crippled, etc.	Deaf and Severely Hard of Hearing	Speech and Hearing Impaired	Graduate Leadership Training
Stanford University							RS	
U of California at Los Angeles			RS				R	
U of California at Santa Barbara							R	
University of Redlands							RS	
University of Southern California			RS			R	RS	
San Jose State College			RS				RS	
Whittier College							S	
COLORADO:								
Colorado State College			RS		RS	RS	RS	RS
Colorado State University							R	
University of Colorado							RS	
University of Denver	R	R	RS		S	RS	RS	RS
HAWAII:								
University of Hawaii							R	
IDAHO:								
Idaho State College							R	
MONTANA:								
Eastern Montana College of Education			RS		R		R	
Montana State College							RS	
Montana State University							RS	

NEVADA:								
University of Nevada	R	S					R	
NEW MEXICO:								
Eastern New Mexico University							R	
University of New Mexico							RS	
OREGON:								
Pacific University							RS	
Southern Oregon College							RS	
University of Oregon	RS	RS			R		R	RS
UTAH:								
Brigham Young University		RS	RS	RS			R	
University of Utah		RS					R	
Utah State University		RS					R	
WASHINGTON:								
Central Washington College of Education							RS	
University of Washington							RS	
Western Washington College of Education							RS	
WYOMING:								
University of Wyoming							RS	
TOTALS	2	4	19	4	7	6	45	6

R=Offered in regular academic year only
S=Offered in summer sessions only
RS=Offered in both regular academic year and summer sessions

TABLE V
FULL-TIME ENROLLMENTS REPORTED 1968-69
IN WESTERN SEQUENCES OF SPECIAL EDUCATION TRAINING

TYPES OF TRAINING PROGRAMS	NUMBER OF STUDENTS ENROLLED REGULAR ACADEMIC YEAR 1968-69			
	Bachelor's	Master's	Specialist's	Doctoral
Specialists:				
Speech Correctionists	1,420	560	—	27
Audiologists	162	65	3	13
Audiometrists	5	27	—	—
Administrators and/or Consultants for Special Education Programs	3	36	1	58
Teachers of the:				
Visually Handicapped	54	31	—	18
Crippled, Hospitalized and Cerebral Palsied	60	55	—	15
Aurally Handicapped	81	85	8	1
Mentally Retarded	1,646	479	102	66
Gifted	6	12	—	—
Emotionally Disturbed	126	179	44	40
Children with Major Learning Disorders	15	60	32	7
Other:				
Educationally Handicapped	—	12	—	—
TOTALS	3,578	1,801 (*Incl 200)	190	245

*=One college estimated at least 200 distributed in the various areas.

TABLE Va
FULL-TIME ENROLLMENTS REPORTED 1958-59
IN WESTERN SEQUENCES OF SPECIAL EDUCATION TRAINING

Types of Sequences	Regular Academic Year 1958-59			Summer School 1959		
	Undergraduate	Master's	Doctoral	Undergraduate	Master's	Doctoral
Training for Teachers of the:						
Gifted	—	—	1	—	15	—
Severely Maladjusted	2	28	7	—	41	—
Mentally Retarded	92	82	16	26	384	12
Blind & Part Seeing	6	15	—	—	66	—
Crippled, etc.	11	16	—	5	100	—
Deaf & Hard of Hearing	23	15	1	15	22	—
Speech & Hearing Correction	691	185	30	248	191	11
Graduate & Leadership Training	—	10	—	—	30	—
TOTALS	825	351	55	294	849	23
TOTALS minus Speech and Hearing	134	166	25	46	658	12

Total Speech and Hearing Enrollment: 1,337
Total Enrollment—All Other: 1,060
Grand Total of Enrollments: 2,397

TABLE VI
SPECIAL EDUCATION DEGREES GRANTED AND SEQUENCES COMPLETED IN WESTERN COLLEGES AND UNIVERSITIES 1967-68

TYPES OF PERSONNEL	1967-68 ACADEMIC YEAR AND/OR SUMMER SESSION							
	NUMBER OF STUDENTS WITH MAJOR OR MINOR EARNING DEGREE				NUMBER OF STUDENTS COMPLETING A PROGRAM BUT NOT SEEKING A DEGREE			
Specialists:	Bach	Mas	Spec	Doc	Bach	Mas	Spec	Doc
Speech Correctionists	325	205	—	4	36	20	10	—
Audiologists	13	40	—	1	—	5	—	—
Audiometrists	1	—	—	—	—	15	—	—
Administrators and/or Consultants for Special Education Programs	—	23	2	23	—	4	—	—
Teachers of the:								
Visually Handicapped	31	48	—	2	—	5	—	—
Crippled, Hospitalized and Cerebral Palsied	51	46	—	1	—	21	—	—
Aurally Handicapped	39	75	—	—	—	17	4	—
Mentally Retarded	444	324	16	31	78	205	45	—
Gifted	1	6	—	—	—	10	—	—
Emotionally Disturbed	45	120	16	17	9	62	—	—
Children with Major Learning Disorders	9	31	—	4	—	29	—	—
Other:	—	15	—	—	—	—	—	—
Exp Teacher Fellowship Program								
Gen Spec Ed with MR Emphasis	10	9	—	—	—	—	—	—
TOTALS	969	1,014 (*Incl 72)	34	83	123	1,143 (**Incl 750)	59	—

* =One college indicated degree is granted in Education of Exceptional Children, though special care of emphasis is pursued.
**=One college unable to specifiy number of students in each program but estimated 750 students in *some* degree or credential program in special education.

TABLE VIa
SPECIAL EDUCATION DEGREES GRANTED AND SEQUENCES COMPLETED IN WESTERN COLLEGES AND UNIVERSITIES 1958-59

	Completed Sequence with Degree			Completed Sequence without Degree	
TYPES OF PERSONNEL	Bachelor's 58-59	Master's 58-59	Doctorate 58-59	Undergraduate 58-59	Graduate 58-59
Specialists:					
Speech Correctionists	198	74	14	80	103
Administrators and Leadership Training	0	12	0	0	4
Teachers of the:					
Visually Handicapped	0	12	0	2	28
Crippled, Hospitalized and Cerebral Palsied	7	18	0	5	38
Aurally Handicapped	14	10	0	8	18
Mentally Retarded	48	64	0	61	181
Gifted	0	6	0	0	8
Emotionally Disturbed	2	5	0	0	3
TOTALS	269	201	14	156	383

TABLE VII
NUMBER OF STUDENTS RECEIVING FINANCIAL SUPPORT THROUGH PL 85-926, 1967-68

TYPES OF PROGRAMS	Bachelor's	Master's	Specialist's	Doctoral
Specialists:				
Speech Correctionists	22	126	—	17
Audiologists	3	6	—	—
Audiometrists	—	—	—	—
Administrators and/or Consultants for Special Education Programs	—	3	—	22
Teachers of the:				
Visually Handicapped	10	55	—	5
Crippled, Hospitalized and Cerebral Palsied	4	46	—	10
Aurally Handicapped	13	59	4	2
Mentally Retarded	178	146	—	19
Gifted	—	—	—	—
Emotionally Disturbed	6	45	—	13
Children with Major Learning Disorders	—	17	—	2
TOTALS	236	503	4	90

TABLE VIII
NUMBERS OF FACULTY REPORTED FOR SPECIAL EDUCATION TRAINING SEQUENCES IN THE WEST, 1968-69

FULL-TIME AND PART-TIME STAFF MEMBERS, ACADEMIC YEAR 1968-69, AND DEGREES HELD

TYPES OF PERSONNEL	Full-Time			Part-Time		
	Ph.D./Ed.D.	Ph.D./Ed.D.	M.A.	M.A.	B.A.	B.A.
Specialists:						
Speech Correctionists	86	54	3	32	27	7
Audiologists	44½	17	—	9	6	—
Audiometrists	5	6	—	4	1	1
Administrators and/or Consultants for Special Education Programs	16	4	—	16¼	8	—
Teachers of the:						
Visually Handicapped	2	8	—	2	4	—
Crippled, Hospitalized, and Cerebral Palsied	10	1	—	14	9	—
Aurally Handicapped	5	24	3	6	10	5
Mentally Retarded	58½	28	—	30¼	33	—
Gifted	3	1	—	2	—	—
Emotionally Disturbed	23	14	—	11	17	—
Children with Major Learning Disorders	10	7	—	9	11	—
TOTALS	263	164	6	135½	126	13

This compares with 92 full-time faculty members employed during the 1958-59 academic year (Table VIIIa).

Of the total of 433 full-time faculty members, 213 or nearly one-half were in speech and hearing sequences. The next largest number of staff are in mental retardation programs with a total of 84 such faculty members. Only 142 full-time faculty members are spread over the remaining specialty areas. In all the West, only ten full-time faculty members were employed in a sequence for teachers of the gifted and ten for sequences in the physically handicapped.

The range in numbers of faculty members assigned to an area is often also great. One training program had five full-time and three part-time faculty members training teachers of the mentally retarded, while some institutions recorded full sequences of preparation with the entire sequence taught by only one person with part-time duties in the specialty area.

In regard to academic preparation of the faculty, for the 433 full-time persons on whom these data were reported, 6 possessed bachelor's degrees; 164 master's degrees; and 263 doctoral degrees. Thus slightly more than 61 percent of the reported faculty possessed the doctoral degree.

Summary

It is clear from the figures that the West as a whole is not producing the number of trained specialists in special education fields needed to staff its present and projected programs of education for exceptional children. Taken in the aggregate, the number of special educators trained in the West barely approximates the anticipated annual attrition among teachers presently employed. It is apparent that in no specialty does the number of personnel being trained in the West exceed the number the public schools can be expected to hire each year.

In addition, we have seen that the present educational programs for exceptional children in the West fall far short of providing services for all of the exceptional children who need them. While nearly a million children of school age in the western states are "exceptional" enough to need special education, less than half are receiving special education services of any kind. As a result of anticipated program development to close this service gap, the demand for trained personnel in the next few years can be expected to exceed the supply of specialists in every area of special education. This situation exists in spite of the fact that, during the past ten years, the number of western colleges and universities with training programs in special education has increased from 44 in 1958 to 53 in 1968.

TABLE VIIIa
NUMBERS OF FACULTY REPORTED FOR SPECIAL EDUCATION TRAINING SEQUENCES IN THE WEST, 1958-59

Types of Programs	Regular Academic Year Faculty			Total Summer Faculty
	FT-SE FT-U*	PT-SE FT-U	PT-SE PT-U	
Training for teachers of the:				
Gifted	1	—	1	1
Severely Maladjusted	4	3	1	11
Mentally Retarded	11	22	16	67
Blind and Partially Seeing	1	—	7	7
Crippled, etc.	3	2	3	11
Deaf and Severely Hard to Hear	3	—	10	8
Training Programs for Speech and Hearing Specialists	69	49	16	85
Graduate Leadership Training in Special Education	—	3	—	4
TOTALS	92	79	54	194
TOTAL minus Speech aid Hearing	23	30	38	109

*FT-U, FT-SE: Full-time university appointment, with full-time duties in special education.
FT-U, PT-SE: Full-time university appointment, with part-time duties in special education.
PT-U, PT-SE: Part-time university appointment, teaching occasional courses in special education.

Section III

Individual State Data

Presented in this section are individual data from each of the 13 states included in the study. The data are presented in alphabetical order by state in tabular form.

When reviewing the data, the reader must keep in mind the limitations of the survey and the unique characteristics of the region. The study was designed to include only special educators who work in the various areas of exceptionality in state and local public school systems. No attempt was made to include residential school data, visiting teacher services, remedial reading programs, or the large array of other special problems which are concerned with special needs of school children.

Details of the study method have been presented in the foreword. The prevalence estimates used are taken from the most recent estimates reported in the literature. Their accuracy varies as they are applied to different states because of variations in rural and urban populations, ethnic and cultural groups, and differing economic situations. However, these percentage estimates are adequate to show the dimensions of our problem.

Individual state data are presented as reported on the questionnaire from the respective states. Due to variations in interpretation of categorical areas of exceptionality, differing reporting procedures, and incompleteness of information, the data from state to state are not wholly comparative and the reader is cautioned in this regard. Certain other differences, such as relative degree of sparsity, must also be recognized when considering contrasts among the individual states.

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

Alaska 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	2,205	N.A.	N.A.	N.A.	N.A.	26	Yes
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	11	Yes
Visually Handicapped	.1	63	4	0	4	6.4	4	Yes
Crippled, Hospitalized and Cerebral Palsied	.5	315	4	3	7	2.2	4	Yes
Aurally Handicapped	.6	378	7	1	8	2,1	7	Yes
Mentally Retarded	2.3	1,449	67	0	67	4.3	67	Yes
Gifted	2.0	1,260	N.A.	N.A.	N.A.	N.A.	N.A.	No
Emotionally Disturbed	2.0	1,260	8	0	8	.6	8	Yes
Major Learning Disorder	1.0	630	N.A.	N.A.	N.A.	N.A.	N.A.	No
TOTALS	12.0	7,560	90	4	94	1.2	127	

(N.A.) Not Available

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

Arizona 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	13,650	5,100	600	5,700	41.8	64	Yes
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	17	No
Visually Handicapped	.1	390	90	0	90	23.1	12	Yes
Crippled, Hospitalized and Cerebral Palsied	.5	1,950	270	0	270	13.8	22	Yes
Aurally Handicapped	.6	2,340	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Mentally Retarded	2.3	8,970	5,700	0	5,700	63.5	431	Yes
Gifted	2.0	7,800	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Emotionally Disturbed	2.0	7,800	320	0	320	4.1	38	Yes
Major Learning Disorder	1.0	3,900	62	0	62	1.6	5	No
TOTALS	12.0	46,800	11,542	600	12,142	25.9	589	

(N.A.) Not Available

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

California 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	155,610	241	88,105	88,346	57.4	1,350	Yes
Consultants and Administration	N.A.	N.A.	N.A.	0	N.A.	N.A.	450	Yes
Visually Handicapped	.1	4,446	2,416	0	2,416	54.4	223	Yes
Crippled, Hospitalized and Cerebral Palsied	.5	22,230	11,587	0	11,587	52.1	1,607	Yes
Aurally Handicapped	.6	26,676	3,604	1,490	5,094	19.1	405	Yes
Mentally Retarded	2.3	102,258	63,538	0	63,538	62.1	11,385	Yes
Gifted	2.0	88,920	0	115,209	115,209	100.	10,641*	No
Emotionally Disturbed	2.0	88,920	14,000	10,000	24,000	26.9	N.A.	N.A.
Major Learning Disorder	1.0	44,460	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
				214,804[1]	310,190[1]	58.2[1]	26,061[1]	
TOTALS	12.0	533,520	95,386	99,595[2]	194,981[2]	43.9[2]	15,420[2]	

(N.A.) Not Available
*Part-Time
[1]Includes Gifted
[2]Does Not Include Gifted

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

Colorado 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	17,815	0	14,758	14,758	82.8	149	Yes
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	23	No
Visually Handicapped	.1	509	0	155	155	30.4	12	Yes
Crippled, Hospitalized and Cerebral Palsied	.5	2,545	295	113	408	16.0	24	Yes
Aurally Handicapped	.6	3,054	321	34	355	11.6	41	Yes
Mentally Retarded	2.3	11,707	5,939	0	5,939	50.7	431	Yes
Gifted	2.0	10,180	N.A.	N.A.	N.A.	N.A.	N.A.	No
Emotionally Disturbed	2.0	10,180	2,307	494	2,801	27.5	134	Yes
Major Learning Disorder	1.0	5,090	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
TOTALS	12.0	61,080	8,862	15,554	24,416	39.9	814	

(N.A.) Not Available
*Educationally Handicapped

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

Hawaii 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	5,950	N.A.	N.A.	N.A.	N.A.	21	Yes
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	10	No
Visually Handicapped	.1	170	56	0	56	32.9	6	N.A.
Crippled, Hospitalized and Cerebral Palsied	.5	850	187	0	187	22.0	N.A.	N.A.
Aurally Handicapped	.6	1,020	168	0	168	16.4	N.A.	N.A.
Mentally Retarded	2.3	3,910	1,999	0	1,999	51.1	212	Yes
Gifted	2.0	3,400	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Emotionally Disturbed	2.0	3,400	182	0	182	5.4	11	No
Major Learning Disorder	1.0	1,700	104	0	104	6.1	29	No
TOTALS	12.0	20,400	2,696	0	2,696	13.2	289	

(N.A.) Not Available

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

Idaho 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	6,265	0	2,300	2,300	N.A.	23	Yes
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	1	No
Visually Handicapped	.1	179	0	10	10	5.6	½	Yes
Crippled, Hospitalized and Cerebral Palsied	.5	885	46	0	46	5.2	5	Yes
Aurally Handicapped	.6	1,074	N.A.	N.A.	N.A.	N.A.	0	Yes
Mentally Retarded	2.3	4,117	1,695	0	1,695	41.2	93	Yes
Gifted	2.0	3,580	N.A.	N.A.	N.A.	N.A.	0	No
Emotionally Disturbed	2.0	3,580	N.A.	N.A.	N.A.	N.A.	0	Yes
Major Learning Disorder	1.0	1,790	N.A.	N.A.	N.A.	N.A.	0	No
TOTALS	12.0	21,470	1,741	2,310	4,051	18.8	122½	

(N.A.) Not Available

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

Montana 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	5,985	479	0	479	8.0	9	No
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Visually Handicapped	.1	171	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Crippled, Hospitalized and Cerebral Palsied	.5	855	48	0	48	5.6	5	Yes
Aurally Handicapped	.6	1,026	0	0	0	0	0	No
Mentally Retarded	2.3	3,933	1,030	0	1,030	26.2	99	Yes
Gifted	2.0	3,420	0	0	0	0	0	No
Emotionally Disturbed	2.0	3,420	0	0	0	0	0	No
Major Learning Disorder	1.0	1,710	0	0	0	0	0	No
TOTALS	12.0	20,520	1,557	0	1,557	7.6	113	

(N.A.) Not Available

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

Nevada 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	3,911	500	0	500	12.8	26	Yes
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	4	Yes
Visually Handicapped	.1	118	0	24	24	20.3	3	Yes
Crippled, Hospitalized and Cerebral Palsied	.5	590	137	0	137	23.2	12	Yes
Aurally Handicapped	.6	708	47	425	472	66.7	48	Yes
Mentally Retarded	2.3	2,570	1,459	5	1,464	57.0	153	Yes
Gifted	2.0	2,235	0	0	0	0	0	Yes
Emotionally Disturbed	2.0	2,235	539	3	542	24.7	35	Yes
Major Learning Disorder	1.0	1,118	0	0	0	0	0	Yes
TOTALS	12.0	13,485	2,682	457	3,139	27.7	281	

(N.A.) Not Available

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

New Mexico 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	9,660	2,510	27	2,537	26.2	17	Yes
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	21	Yes
Visually Handicapped	.1	276	132	12	144	52.2	12	Yes
Crippled, Hospitalized and Cerebral Palsied	.5	1,380	3,500	156	3,656	100.	6	Yes
Aurally Handicapped	.6	1,656	1,951	22	1,973	100.	20	Yes
Mentally Retarded	2.3	6,348	4,028	290	4,318	68.0	200	Yes
Gifted	2.0	5,520	0	15	15	.3	0	Yes
Emotionally Disturbed	2.0	5,520	2,084	47	2,131	38.6	15	Yes
Major Learning Disorder	1.0	2,760	N.A.	N.A.	N.A.	N.A.	N.A.	No
TOTALS	12.0	33,120	14,205	569	14,774	30.8	291	

(N.A.) Not Available

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

Oregon 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	16,940	0	7,890	7,890	46.5	114	Yes
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	72	Yes
Visually Handicapped	.1	484	0	446	446	92.2	15	Yes
Crippled, Hospitalized and Cerebral Palsied	.5	2,420	227	1,180	1,407	58.1	52	Yes
Aurally Handicapped	.6	2,904	151	426	577	19.8	26	Yes
Mentally Retarded	2.3	11,132	4,017	0	4,017	36.1	309	Yes
Gifted	2.0	9,680	0	278	278	2.9	0	No
Emotionally Disturbed	2.0	9,680	288	441	729	7.5	21½	No
Major Learning Disorder	1.0	4,840	0	4,779	4,779	98.7	312	Yes
TOTALS	12.0	58,080	4,683	15,440	20,123	21.1	921½	

(N.A.) Not Available

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

Utah 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	10,030	0	8,399	8,399	83.7	98	Yes
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	No
Visually Handicapped	.1	298	0	35	35	11.7	7	Yes
Crippled, Hospitalized and Cerebral Palsied	.5	1,490	102	0	102	6.8	10	Yes
Aurally Handicapped	.6	1,783	0	0	0	0	0	No
Mentally Retarded	2.3	6,854	3,035	0	3,035	44.3	229	Yes
Gifted	2.0	5,960	0	0	0	0	0	No
Emotionally Disturbed	2.0	5,960	491	0	491	8.2	39	No
Major Learning Disorder	1.0	2,980	0	9,080	9,080	100.	314	Yes
TOTALS	12.0	35,360	3,628	17,514	21,142	42.5	697	

(N.A.) Not Available

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

Washington 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	26,950	0	41,127	41,127	100.	N.A.	No
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	No
Visually Handicapped	.1	770	183	0	183	23.8	N.A.	No
Crippled, Hospitalized and Cerebral Palsied	.5	3,850	593	2,848	3,441	89.4	N.A.	No
Aurally Handicapped	.6	4,620	311	0	311	6.7	N.A.	No
Mentally Retarded	2.3	17,710	12,208	0	12,208	68.9	N.A.	No
Gifted	2.0	15,400	N.A.	N.A.	N.A.	N.A.	N.A.	No
Emotionally Disturbed	2.0	15,400	2,012	N.A.	2,012	13.1	N.A.	No
Major Learning Disorder	1.0	7,700	N.A.	N.A.	N.A.	N.A.	N.A.	No
TOTALS	12.0	92,400	15,307	43,975	59,282	52.7	*	

(N.A.) Not Available
*Not Available Due to Lack of Certification Requirements

TABLE IX

INDIVIDUAL STATE SUMMARY SHEET

Wyoming 1967-68

SPECIALTY AREA	Prevalence Estimate	Estimate Number of Exc. Child	Number Served Full Time	Number Served Part Time	Total Number Served	Per Cent Served	Number of Special Educators	State has Certification
Speech Correction	3.5	3,045	N.A.	N.A.	N.A.	N.A.	N.A.	Yes
Consultants and Administration	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	No
Visually Handicapped	.1	87	N.A.	N.A.	N.A.	N.A.	N.A.	Yes
Crippled, Hospitalized and Cerebral Palsied	.5	435	N.A.	N.A.	N.A.	N.A.	N.A.	No
Aurally Handicapped	.6	522	N.A.	N.A.	N.A.	N.A.	N.A.	Yes
Mentally Retarded	2.3	2,001	N.A.	N.A.	N.A.	N.A.	N.A.	Yes
Gifted	2.0	1,740	N.A.	N.A.	N.A.	N.A.	N.A.	No
Emotionally Disturbed	2.0	1,740	N.A.	N.A.	N.A.	N.A.	N.A.	Yes
Major Learning Disorder	1.0	870	N.A.	N.A.	N.A.	N.A.	N.A.	Yes
TOTALS	12.0	10,440	N.A.	N.A.	N.A.	N.A.	70*	

(N.A.) Not Available
*Not Available by Categories

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27:2M:1069:EP:3F8